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BS Degree in Cultural Studies

The College at Brockport, College Senate

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SUNY BROCKPORT

College Senate
State University of New York College at Brockport
New Campus Drive
Brockport, NY 14420-2925
(585) 395-2586 (Fax) 395-2246

Resolution # **39**

2005-2006

COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate passed: May 8, 2006

RE: ☐ I. Formal Resolution (*Act of Determination*)
☐ II. Recommendation (*Urging the Fitness of*)
☐ III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: ***BS Degree in Cultural Studies #36 05-06 UC***

Signed: [Signature]
(Dr. Mark Noll, 2005-2006 College Senate President)

Date: 5/18/06

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate

FROM: College President

RE: ☐ I. Decision and Action Taken on Formal Resolution (circle)

a. Accepted. Resolution Effective Date: 5/22/06

b. Deferred for discussion with the Faculty Senate on ___/___/___

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: [Signature]
(Dr. John R. Halstead, College President, SUNY College at Brockport)

Date: 5/22/06

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**
**Routing
Number**
#36 05-06 UC

ROUTING NUMBER TO BE ASSIGNED BY SENATE OFFICE

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit proposals individually rather than packets with multiple documents.
- Complete this cover page for each proposal (available online at www.brockport.edu/collegesenate)
- Prepare proposal in Word format using committee guidelines (available online)
- Submit proposal electronically with this cover page to senate@brockport.edu, facprez@brockport.edu
- All updates must be resubmitted to the Senate office with an updated cover page, use routing number
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:
Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Major in Cultural Studies

2. BRIEF DESCRIPTION OF PROPOSAL:

This is a proposal to introduce a new academic major in Cultural Studies. Its curriculum is designed to enable students study culture from an interdisciplinary perspective by combining the methodologies used in the humanities and social sciences. The proposed degree program responds to the growing significance of interdisciplinary analyses of culture, comparative analysis of high and popular culture, and the relationship between American cultures and globalization. Through learning experiences in cultural theory, cultural history, international culture, mass culture, and globalization, the major teaches students to understand systems of culture as both part of and alternatives to systems of government and economics.

Upon receiving approval from the College Senate, steps will be initiated through the Office of International Program (OIP) of the State University of New York to develop an articulation agreement with the University of Lower Silesia in Wroclaw, Poland to offer the program as a dual degree with a corresponding program that has been introduced by that university.

3. SUBMISSION & REVISION DATES: PLEASE DATE ALL UPDATED DOCUMENTS

First Submission	Updated on	Updated on	Updated on
2/21/06	2/23/06	4/7/06	

4. SUBMITTED BY: (contact person)

Name	Department	Phone	Email
Stuart Appelle	School of Letters & Sciences	395-2394	sappelle@brockport.edu

5. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
___ Enrollment Planning & Policies	Committee Chair	2/24/06
___ Faculty & Professional Staff Policies	Executive Committee	4/10/06, 4/24/06
___ General Education & Curriculum Policies	Senate Floor	4/17/06, 5/1/06, 5/8/06
___ Graduate Curriculum & Policies	College President	
___ Student Policies	Other	
xx Undergraduate Curriculum & Policies		

*(ROUTING NUMBER WILL BE A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY COMMITTEE INITIALS)

Date: 31 March 2006

To: David Brannigan
Chair, Undergraduate Curriculum Committee

From: Greg Garvey/Jose Maliekal

We would like to thank the Undergraduate Curriculum Committee for promptly reviewing the Cultural Studies proposal that we submitted and providing constructive comments. In fact, the committee's comments enabled us to clarify certain aspects of the proposal and improve the curricular content of the proposed major. Our responses to the committee's comments are summarized below.

1) Title is changed to NEW MAJOR IN CULTURAL STUDIES

2) An elaboration of the nature of the proposed dual degree, we hope, will answer the second concern raised by the Undergraduate Curriculum Committee. Students from University of Lower Silesia alone will be enrolling in the dual degree program, and they will be required to take courses from and complete all degree requirements of both institutions, including SUNY Brockport's residency and foreign language requirements. College policy allows to students to fulfill the foreign language requirement in a variety of ways. Students from University of Lower Silesia may fulfill this requirement either by successfully completing foreign language courses from SUNY Brockport or a CLEP foreign language examination. The College policy also allows them to seek waivers of this requirement from the Department of Foreign Languages and Literatures. Upon the completion of the degree requirements, these students will receive degrees from SUNY Brockport and University of Lower Silesia. At the present time, SUNY Brockport students enrolling in the proposed program will not be enrolling in the dual degree program. They will complete their degrees exactly the same way other Brockport students complete their degrees. Hence, they will not be required to travel to Poland or take courses from the University of Lower Silesia.

3) While it is entirely reasonable to stipulate that a descriptive statistics component be part of a research methodology course, there are several reasons for not including a statistics course among the degree requirements. First, requiring students to complete a statistics course is by no means universal among social science disciplines. At Brockport itself, AAS & ANT majors do not have to complete a statistics course. Secondly, a statistics background is not needed to complete other required coursework of the proposed major. Ordinarily, a course is made part of the requirements of an academic major, if the concepts learned in that course are needed for the completion of other required courses or are reinforced in other courses. Neither is the case with the Cultural Studies major. Nonetheless, students majoring in Cultural Studies must learn analytical methods used by humanists and by social scientists. Accordingly, in CST 390: Methodologies of Cultural Analysis, students will learn to describe data sets and use SPSS (Statistical Package for the Social Sciences). CST 390 is similar in structure (but not in content) to PLS 303, Political Science Research Methods, which students majoring in Political Science are required to complete. To the best of our knowledge, the Political Science major also does not require students to complete another statistics course.

The ultimate purposes of CST 390 are to facilitate study of a given object through a variety of methods—semiotic, ideological, statistical, and aesthetic—, enable students understand the act of cultural critique and allow students to learn how to integrate diverse disciplines in a single research project. What is central to the Cultural Studies major is that students should gain explicit training in standard practices of social scientists, while the instructors should have the flexibility to emphasize the practices of diverse disciplines within the social sciences.

- 4) Syllabi for CST 150 and CST 390 are attached to this e-mail. Much like the methods courses in SOC and ANT, CST 390 will introduce social science research techniques. In addition, the course requires that these techniques be integrated with procedures comprising literary, cultural, world-system, film, etc. methods of analyzing culture, thereby balancing the training in and practice of methods with the development of interdisciplinary perspectives that promotes recombination across disciplines.
- 5) The curriculum on table on page 12 was included in the proposal to provide an example of the courses that a student might take. However, to avoid confusion, in Section 2 E, we only listed those courses that are germane to the major. As per Committee's suggestion, on Page 12, we have expanded the list of General Education courses by including additional courses.
- 6) The dean of the School of Letters and Sciences is discussing this issue with the dean of the School of professions.

APPENDIX B



UNDERGRADUATE PROGRAM PROPOSAL FORM

Use this application for any new program that does not lead to licensure or preliminary or advanced study in one of the areas licensed by the State Education Department. *If the program would lead to certification as a classroom teacher, use the "Application Form for Registration of a Teacher Education Program" in addition to this document. Some new programs may also require master plan amendment (see Appendices G, K, and L).*

1. Basic Information

A. Name of Institution: **SUNY College at Brockport** _____
Specify campus or other location where program will be offered, if other than the main campus:
NA _____

B. President or Chief Academic Officer: **John R. Halstead** _____
NAME AND TITLE
Signature: _____ Date: _____

C. Contact person, if different: **Timothy J. Flanagan, Provost and VP Academic Affairs** _____
NAME AND TITLE
Telephone: **585 395-2524** _____ Fax: **585 395-2401** _____
E-mail: **Flanagan@brockport.edu** _____

D. Proposed program title: **New Major in Cultural Studies** _____

E. Proposed degree or other award: **B.S.** _____

F. Proposed HEGIS Code: _____

G. If the program would be offered jointly with another institution, name the institution/branch below:

Offered as Dual Degree Program with University of Lower Silesia, Wroclaw, Poland

If the other institution is degree-granting, attach a contract or letter of agreement signed by that institution's President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 (<http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm>).

Students from University of Lower Silesia alone will be enrolling in the dual degree program. Such students will be required to take courses from and complete all degree requirements of both institutions, including SUNY Brockport's residency requirement. Upon the completion of the degree requirements, they will receive degrees from SUNY Brockport and University of Lower Silesia. A SUNY Brockport student enrolling in the proposed program will complete his/her degree exactly the same way other Brockport students complete their degrees. He/she will not be required to travel to Poland or take courses from the University of Lower Silesia.

H. If the program would lead to New York State teacher certification:

List the intended certificate title(s): NA
(e.g., "Childhood Education," "Technology Education")

List the intended certificate type(s): NA
(e.g., "Initial," "Professional")

I. If the program leads to New York State professional licensure, please specify the licensure area.

NA

J. If specialized accreditation will be sought:

Name the accrediting group: NA

Indicate the expected accreditation date: NA

K. Will the program be offered off campus? (Y/N) Y (University of Lower Silesia)

L. If this program will be offered in a format other than the traditional classroom model, specify the format. State any other Special Characteristics NA

M. Explain any atypical schedule that may affect program financial aid eligibility.

N. Institutional Approval

1. Community college: Date of approval by the local board of trustees. NA

2. State-operated campus: Date of approval by campus governance body.

I.

2. 2. Program Summary

Provide information solicited A-E below. For each item use as much space as necessary to provide an appropriate answer (the cells will expand as necessary with the inserted text). Draft catalog copy, if available, may be a helpful way of providing much if not all of the solicited information, particularly with regard to items D & E. Please indicate if any of the solicited information is being provided in a separate attachment.

A. Mission.

1. Summarize the proposed program's educational and career objectives and its relationship to the mission of the institution.

The program in Cultural Studies responds to the growing significance of interdisciplinary analyses of culture, comparative analysis of high and popular culture, and the relationship between American cultures and globalization. The program entails the study of culture from an interdisciplinary perspective by combining the methodologies used in the humanities and social sciences. Through learning experiences in cultural theory, cultural history, international culture, mass culture, and globalization, the major teaches students to understand systems of culture as both part of and alternatives to systems of government and economics.

The Office of International Program (OIP) of the State University of New York is in the process of developing dual and joint degree programs with academic institutions in Turkey, Russia, Mexico, France and Poland, and the proposed Cultural Studies degree program will be articulated as a dual degree with a corresponding program that has been introduced by the University of Lower Silesia in Wroclaw, Poland. Fostering the

development of experts in the cultural dimensions of European integration and globalization is one of the goals of the Cultural Studies degree program developed by the University of Lower Silesia. Besides increasing the number of international students at SUNY Brockport, the proposed dual degree program has the potential to enhance the College's international credentials.

The curriculum of the proposed program treats culture both as a subject of debate—i.e., “what is culture?”—and as an object of study. In so doing, the curriculum balances three modes of examining culture: contemporary theoretical analysis of how culture shapes society, interdisciplinary methods of analyzing culture, and analysis of culture in the context of globalization. Because the Cultural Studies major requires students to complete advanced courses from diverse disciplines, students completing the cultural studies major will combine skills such as the careful analysis of documents, images, and other artifacts that are fundamental to humanities with ability to conduct the system-building empirical research that is the bedrock of the social sciences. In this content, the program requires that students demonstrate mastery both of a body of theoretical knowledge and of culture as a site of dialogue within and between societies. It places particular emphasis on the phenomena of globalization and mass communication that are broadly redefining social relationships.

Students pursuing this major will have the opportunity to study culture in the same comprehensive manner they would study politics or economics. In addition to providing a formal structure for the study of a growing body of cultural theory, the curriculum is constructed to emphasize that students are learning in a culturally diverse society and globally interdependent community. Developing academic programs that offer students the opportunity to study in these contexts is central to the mission of SUNY-Brockport. The SUNY-Brockport Mission Review II document reads: *“Brockport’s new program development is motivated by changing educational demands in the marketplace, changing educational certification requirements, and by opportunities to prepare students for new niche careers.”* Not only will the Cultural Studies program offer students the opportunity to earn a degree in an emerging field, it will also produce graduates with expertise in the production, distribution, and consumption of culture. Since students are entering a world that faces extraordinarily dynamic cultural and social changes, the program’s interdisciplinary nature and its emphasis on relationships among cultures and cultural forms should make graduates competitive in careers ranging from public service in community organizations to legal careers dealing with issues of intellectual property.

2. If this is a new area of instruction and the basis for this was not discussed in the campus’ Mission Review Memorandum of Understanding, discuss the reasons why the proposal is now considered central to the institution’s ongoing development.

The Cultural Studies Program offers a new means of integrating topics of study that are currently part of the SUNY-Brockport curriculum. The 21-credit core of the program comprises two new courses that emphasize interdisciplinary methods of analyzing culture and 5 other courses distributed across diverse disciplines that analyze American culture, world culture, globalization, and mass culture. The program adapts existing topics to focus study on changing structures and understandings of culture.

B. Institutional Context.

1. Identify existing or projected programs of the campus in the same or related disciplines and the expected impact of the proposed program on them.

SUNY-Brockport does not currently offer Cultural Studies as an academic major; however, students have the option of completing a minor in cross-cultural studies. Taking advantage of courses already offered by several departments, a cohort of faculty from Anthropology, English, History, Political Science, and Sociology has collaborated to develop the proposed program. The two new courses will be rotated among faculty of participating departments; aforementioned departments would continue to offer a majority of courses that are eligible for inclusion in the curriculum of the proposed major. The program is more likely to cause a modest increase in the number of non-majors in upper division courses because the program emphasizes interdisciplinarity. Equally, the program is designed to promote interdisciplinary collaboration among faculty both through the Advisory Committee for the Cultural Studies program and through course development in the disciplines.

2. Indicate whether this program replaces any existing program(s).

Program replaces no existing programs

3. Indicate whether it is entirely or primarily a restructuring of existing courses and resources.

The proposed program judiciously combines existing courses, offered by humanities and social sciences departments, to enable students acquire skills and knowledge needed to understand and study culture in a comprehensive manner. To facilitate the integration of methodologies and assumptions of diverse disciplines, the program introduces two new courses: CST 150 and CST 390. Conceived as the introductory course for the major, CST 150, Concepts of Culture, is designed to enable students to acquire an understanding of various disciplinary definitions of culture. Integrating various methodologies used to analyze culture is the main objective of the junior-level course, CST 390: Methodologies of Cultural Analysis.

C. Learning Outcomes & Assessment.

1. Outline the programmatic goals and objectives for the program, including a list of the learning outcomes students should demonstrate upon completing the program.

This program has 3 primary goals: 1) To facilitate the study of culture in the same comprehensive manner as one studies politics or economics; 2) To provide a context for students to study the body of cultural theory that has been emerging as a discrete field since the 1950s; 3) to situate the study of regional, mass, and popular cultures within the context of globalization.

The learning objectives of this program are: 1) Acquire an understanding of various disciplinary approaches to, and ways of conceptualizing, the idea of culture; 2) Develop familiarity with the methodologies used to study culture, and their applicability to the different approaches to understanding culture; 3) Gain knowledge of American, other national, and comparative perspectives on culture; 4) Attain an understanding of the relationship between culture and

globalization; 5) Undertake focused exploration of culture in relation to a particular approach, region, or application of Cultural Studies.

The structure of the program—a 21 credit hour core comprising CST 150 Concepts of Culture, CST 390 Methodologies of Cultural Analysis, and courses in American Culture, Comparative Culture, World Culture, Globalization, and Mass Culture; plus a 9 credit specialized track and two upper division electives—is designed to achieve these goals and learning objectives.

2. What is the date of the initial periodic assessment of program and the length of the assessment cycle (years).
5 years

D. Admission Requirements.

1. What are the admission requirements for students in this program, including any special or optional admission requirements?
There are no program specific admission requirements; however, students must meet all requirements for admission to SUNY Brockport.
2. Describe how these requirements are intended to assure that students are prepared to complete the program.
Students admitted to SUNY Brockport based on the current admissions criteria are successfully completing their undergraduate degrees in humanities and social sciences. Since the curriculum of proposed major in Cultural Studies consist mostly of courses drawn from these areas, the current admissions requirements are sufficient to ensure the success of students.

E. Curriculum Outline.

1. Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements

Program Requirements: Cultural Studies (36 credits)

Core: (21 credit hours)

A.

CST 150 Cultural Studies: Concepts of Culture 3 credit hours

CST 390 Cultural Studies: Methodologies of Cultural Analysis 3 credit hours

B. One course in each of the following areas, distributed among at least three academic disciplines: (15 credit hours) (At least 15 credits of parts B, C, and D of program must be at the upper-division level)

American Culture: 3 credit hours

(Includes courses that analyze the cultures and institutions of the United States)

HST 211/212 Early America/ Modern America

PLS 113 American Politics

ENL 204/ 205 American Literature I/ American Literature II

(Other courses may be substituted by advisement)

Comparative Culture: 3 credit hours

(Includes courses that compare cultures and institutions of two or more nations)

Courses that satisfy this requirement are:

ENL 166 Literature and Culture

ANT 100 Introduction to Cultural Anthropology

PLS 112 Comparative Politics

MUS 112 World Music

(Other courses may be substituted by advisement)

World Culture: 3 credit hours

(Includes courses that analyze cultures and institutions of a nation or people outside of the United States)

A wide variety of courses will satisfy this requirement

Globalization: 3 credit hours

(Includes courses that analyze culture from a world-system perspective)

Courses that satisfy this requirement are:

PLS 111 International Relations

HST 101/102 The World and the West

SOC 306 Development and Globalization

ANT 321 Culture Change

(Other courses may be substituted by advisement)

Mass Culture: 3 credits 3 credit hours

(Includes courses that analyze the production, distribution, and/or consumption of cultural artifacts)

Courses that satisfy this requirements are:

CMC 373 Critical Perspectives on Mass Communications

ENL 357 Postmodern Culture

(Other courses may be substituted by advisement)

21 credit hours

Cultural Studies Tracks: (9 credit hours)

C. Tracks are designed to enable students to focus on one of the following areas, and the requirements are that students complete three courses in the chosen area, at least one each from the humanist and one social science disciplines.

9 credit hours

Track A: Study of American, Comparative, World, Globalization, or Mass Culture

Track B: Study of European-American Cultures

Track C: Applied Cultural Management

Electives: (6 credit hours)

D. Electives: 6 additional credits must be taken from any of the areas listed above.

Students seeking a culminating experience may complete CST 450, Cultural Studies: Thesis Seminar, as a Directed Study (3 credits).

Summary: Core 21 credit hours
 Track 9 credit hours
 Electives 6 credit hours
Total: 36 credit hours

3. External Review

Baccalaureate proposals and some others must include two external reviews of the proposed program conducted by recognized experts following the form in Appendix D (unless special arrangements are made for a waiver with the Program Review and Planning Group). List the names of the two reviewers and attach their review(s) along with the campus response to the review(s) or, if a waiver was approved, check the box and indicate the date the waiver was granted.

Reviewer #1 _____

Reviewer #2 _____

Check (type an 'x' between the brackets) if a waiver has been approved: ☐

Date of waiver: _____

4. Enrollment

What is the projected enrollment when the program begins? 3 to 5

What is the projected enrollment after five years? 10 - 15

How were these projections determined? In many ways, the proposed Cultural Studies program is similar to the Women's Studies major at SUNY Brockport. Enrollment projections were determined from the track record of the Women's Studies major and reviews of enrollments in similar interdisciplinary programs (American Studies, Ethnic Studies, Global Culture Studies) within SUNY and at comparable institutions. The participation of the University of Lower Silesia should increase these numbers.

What planning has been made for the possibility that anticipated enrollment estimates are not achievable?

Experience suggests that Brockport students are willing to consider interdisciplinary programs toward a second major. For example, Women's Studies is a popular second major. Therefore, should the enrollment figures fall below the aforementioned estimates, promoting the Cultural Studies major among native students should improve the situation. Increasingly, the Web is becoming an effective tool for promoting emerging and traditional academic programs and recruiting students into them. Publicizing the major among Brockport's internal and external constituents, using the Web and other avenues, will be one of the responsibilities of the program Director.

5. Impact of the New Program on the Service Area and Consultation with Other SUNY Institutions

A. Need: Justify the need for the proposed program in terms of the clientele it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

The word “Globalization” has become part of our everyday vocabulary, as people around the world are getting connected to each other through information flow, commerce, and travel. National policies of virtually all countries are influenced by the fear and/or promise of globalization. Accordingly, a wide array of industries that require intercultural knowledge and deal with the production, distribution, and consumption of culture are emerging. Students with academic backgrounds in the interdisciplinary study of culture and an understanding of the relationship between American cultures and globalization will be more competitive in gaining employment with national and international arts organizations, public and private arts producers and organizers, international education in humanities and social sciences, graduate programs in diverse disciplines including humanities, social science and law.

B. Employment: For programs designed to prepare graduates for immediate employment, document the potential employers of graduates. Specify employers who have requested establishment of the program and describe their specific employment needs.

Employer	<i>Projected positions</i>	
	In initial year	In fifth year

C. Similar Colleges: Identify similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Recent enrollment data for SUNY institutions is available from the Academic Programs Information System at <http://www.sysadm.suny.edu/APIS/main.cfm>. Information for non-SUNY institutions is available from SED’s *Inventory of Registered Programs* at <http://www.nysed.gov/heds/IRPSL1.html>.

Institution	Program Title	Degree	Enrollment

D. Collaboration: Provide evidence of appropriate consultation with other SUNY campuses and summarize the results of the consultation. (Please do not attach copies of letters from sister institutions responding to the Program Announcement.)

In addition to the following SUNY institutions, Oswego, Geneseo, Binghamton, Fredonia, Stony-Brook, we consulted with program directors at UNC-Chapel Hill, University of Washington-Bothell, Drake University.

The proposed Cultural Studies program is similar in structure to cultural studies and global cultural studies programs nationally. It also captures major trends toward a focus on globalization in ethnic studies and American studies curricula. The focus on interdisciplinarity, mass culture, and globalization, combined with the specialized tracks provide a structure that allows this program to satisfy a wide variety of interests and fulfill the role in the SUNY-Brockport curriculum that is served by programs ranging from the “Global Culture Contestations” program at SUNY-Binghamton to the multi-ethnic studies program at Fredonia. The program also has an American studies track that permits an American studies concentration combined with recognition of globalization. This is consistent with current trends in American Studies. The faculty at SUNY-Oswego, for example, is currently revising their introductory American studies course to emphasize “Multiculturalism in American Studies.” The program is also similar in structure to recently launched programs nationally. At the University of Washington-Bothell the Cultural Studies program has recently gone over 100 majors and added a Master’s degree. UNC-Chapel Hill is also developing graduate level Cultural Studies programs from a foundation as an interdisciplinary undergraduate major. In 2004 Drake University in Des Moines, Iowa established an interdisciplinary “Department for the Study of Culture and Society” that seeks a similar combination of humanist and social science priorities.

E. Objections: Explain the reasons for any objections from SUNY campuses as well as the resolution of discussions regarding perceived competition between campuses.

Objections from other SUNY campuses are not anticipated.

F. Transfer: The University views as one of its highest priorities the facilitation of transfer for students from lower-division to upper-division study. For programs designed to facilitate transfer, supply information solicited in the appropriate table below and, in the case of A.A./A.S. programs, in Appendix G (see below).

Associate Degrees: Programs leading to the Associate in Arts or the Associate in Science degree must include documentation that program graduates will be able to transfer into at least two registered baccalaureate programs and complete them within two additional years of full-time study. Letters from the chief academic officers of two baccalaureate institutions attesting to the articulation of the proposed A.A. or A.S. must be included with the program proposal. **These letters must assert acceptance of the completed SUNY Transfer Course Equivalency Table, to be found in Appendix G.**

Institution	Baccalaureate program title	Degree

Baccalaureate Degrees: Proposals for baccalaureate programs that anticipate transfer student enrollment must include evidence of consultation with at least two appropriate two-year colleges to assure articulation with pertinent degree programs and completion within two additional years of full-time study.

Institution	Associate program title	Degree

SUNY Brockport has a long-standing tradition of ensuring smooth transfer of credits from two-year and other four-year academic institutions. Current policies and practices of the College should ensure seamless transfer of credits.

6. Curriculum Tables (See Program Proposal Directions for guidance—Handbook Section II. 6)

Please note, the following sample curriculum reflects one of many possible paths through the Cultural Studies curriculum. It demonstrates the articulation of the CST program with the General Education program. It also indicates the viability of the Cultural Studies major as an option for a second major that can combine with many other major courses of study.

The additional information on the completion of specific requirements is provided in the summary that follows the “Lower Division” and “Upper Division” tables.

LOWER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
GEP	100	1	X							CST	150	3			X				
GEP	150	1	X							HST	211	3	X						
ENL	112	3	X							DNS	206	3	X						
MTH	121	3	X							RSN	112	3	X						
RSN	111	3	X							Elective	2XX	3							
ANT	100	3	X																
Total Credits		14								Total Credits		15							

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Elective	2XX	3								BIO/ENV (or equivalent)	111	4	X						
ESC (or equivalent)	200	3								CMC	219	3			X				
ART	110	3								HST	102	3	X						
PLS	112	3								SOC	302	3	X		X				
HST	302	3								ENL	367	3			X				
Total Credits		15								Total Credits		16							

UPPER DIVISION

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
SOC	306	3			X					ENL	475	3			X				
CST	390	3			X					ANT	315	3			X				
PHL	325	3			X					HST	470	3			X				
PLS	338	3			X					Elective	3/4XX	3							
Elective	3/4XX	3								Elective	3/4XX	3							
Total Credits		15								Total Credits		15							

FALL										SPRING									
Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor	Course Offering	Course Number	Cr	GE	LA	M	RE	E	N/R	Instructor
Elective	3/4XX	3								Elective	3/4XX	3							
Elective	3/4XX	3								Elective	3/4XX	3							
Elective	3/4XX	3								Elective	3/4XX	3							
Elective	3/4XX	3								Elective	3/4XX	3							
Elective	3/4XX	3								Elective	3/4XX	3							
Total Credits		15								Total Credits		15							

CREDIT SUMMARY

General Education	50
Major	36
Required Electives	
Electives	34
Total	120

General Education

Academic planning Seminar	GEP 100
Computer skills	GEP 150
ENL 112 College Composition Mathematics 112 or equivalent	ENL 112 College Composition MTH 121 College Algebra
Fine Arts	ART 110: Arts and Artists (or ART 201: Introduction to Western Art I: Ancient to Medieval ARH 202: Survey of World Art II; or ARH 215: Art in the Making (or MUS 112: World Music; or DNS 125: Looking at Dance)
Fine Arts with Performance	ART 101: Visual Art Experience (or DNS 105: Traditional Dance Afro-Caribbean; or DNS 115: Introduction to Dance; or DNS: 206 20 th Century Dance, Issues and Styles; MUS 105: Introduction to Music; or HST 102 Modern World
Western Civilization Humanities (Different discipline from western civilization) Natural Science with Lab	ENL 235/AAS 235 Introduction to African-American Literature BIO/ENV 111 Principles of Biology (or GEL 201 Introduction to Physical Geology; or ESC 211: Introduction to Meteorology; or ENV 202: Environmental Science, or CHM 121: Chemistry and Scientists
Natural Science	ESC 200 Introduction to Oceanography (or PSH 110: Principles of Psychology; or GEL 100: Our Earth, or ESC: 110 Weather, or PHS 101: The Physics in Toys)
American History Social Sciences	HST 211 Early America ANT 100 Introduction to Cultural Anthropology
Foreign language Contemporary Issues Perspectives on Women Other World Civilizations Diversity	RSN 111 Beginning Russian I, Beginning Russian II (or Waiver; or CLEP Examination) SOC 302 Culture DNS 206 20 th Century Dance, Issues and Styles ANT 100 Introduction to Cultural Anthropology PLS 112 Comparative Politics

Major Program

CST 150	(Semester 2)
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CST 390	(Semester 7)
American Culture	HST 302 History of Science and Technology in America
Comparative Cultures	PLS 112 Comparative Politics
World Culture	ENL 367 The African Novel
Globalization	SOC 306 Development and Globalization
Mass Culture	CMC 219 Advertising, Mass Persuasion, and the Consumer
Track (Globalization)	HST 470 Consumerism in Europe and the World, 1600-present
	ENL 475 Postcolonial Literature
	PLS 338 Global Issues
Upper Division Electives	PHL 325 Perception, Illusion, and Reality
	ANT 315 The Migration Experience, Cultural Perspective

7. Faculty

List the name and qualifications of each faculty member who will teach required and/or elective courses *in the major*. **Indicate the academic leadership of the program by placing an asterisk next to the name of the director or chair.** For faculty who are not presently in place but who will be hired to teach in the program, indicate TBH (to be hired) in the *Name* column and the qualifications (rank, degree level, discipline, and, if appropriate, professional/occupational experience). Abbreviations: *Rank*: Professor = PROF, Associate Professor = ASSOC, Assistant Professor = ASSIST, Lecturer = LECT, Instructor = INST; In the left column of *Status*: Full-time = FT, Part-time (salaried appointment) = PT, Adjunct = ADJ, Other = OTH. In the right column of status state the percentage (as a fraction) of the faculty member's workload that will take place as teaching, supervision, or advising in this program: 1.0, 0.5, etc. For any unusual case—or if this format does not shed light on the situation—attach an explanation.

3.

Faculty				Education			Experience	
Name	Rank	Status		Department	Highest Degree	Institution	Discipline	Professional/Occupational
		FT/PT	%					
Director (TBH*)					PhD			See the note 1 below
See note 2 below								

1. Administering the program will be the responsibility of the Director, assisted by an Advisory Board consisting interested faculty. An internal search will be conducted to recruit this person from among the full-time faculty. This Director will receive an academic year stipend of \$2600 and one course release per semester; his/her parent department will receive resources to hire an adjunct instructor.

2. The two new courses will be offered by participating faculty members or adjunct instructors. When the services of a faculty member are needed to offer a course, his/her department will be given resources to hire an adjunct instructor as compensation.

8. Resources

Document the projected cost of the program and identify the source of the funds.

Expenditures		Start-up	When the program begins	After five years
Personnel	<i>Reallocation</i>	\$ 6,800	\$ 6,800	\$7,200
	<i>New funds</i>			
Library	<i>Reallocation</i>	\$1000	\$1000	
	<i>New funds</i>			
Equipment	<i>Reallocation</i>			
	<i>New funds</i>			
Laboratories	<i>Reallocation</i>			
	<i>New funds</i>			
Supplies & Expenses (OTPS)	<i>Reallocation</i>	\$1000	\$1000	
	<i>New funds</i>			
Capital Expenditures	<i>Reallocation</i>			
	<i>New funds</i>			
Other	<i>Reallocation</i>			
	<i>New funds</i>			
Grand Total		\$8,800		

Please provide further information about the library holdings that will serve this new program, including the campus's implementation of SUNYConnect, the SUNY-wide electronic library initiative. What is the extent of the current holdings in the discipline area? What are the plans, including timetable, for the acquisition of additional holdings? Please comment on access to these materials.

Cultural Studies journals to which the library either does or will subscribe include:
Journal of Cultural Studies (SAGE Publications)
Cultural Studies (Routledge)
Public Culture: Society for Transnational Cultural Studies (Duke University Press)
Iowa Journal of Cultural Studies (University of Iowa)

CST 150 Cultural Studies: Concepts of Culture

This course introduces basic disciplinary approaches to the analysis of culture and surveys the emerging field of cultural studies.

During the past thirty years the concept of culture has undergone a very substantial change. Largely due to new ideas and theoretical approaches in the humanities and social sciences, the variety of human behaviors and communal activities that are studied as cultural acts has broadened to include not only the arts and aesthetic productions, but a very wide array of the systems and practices through which people make meanings and structure their understandings of the world. Cultural studies has emerged as an interdisciplinary field of study that strives to integrate the methodologies of traditional disciplines interested in the study of culture—anthropology, history, literature, philosophy, and sociology, among others—and to interpret the function of forms of expression that were typically excluded from the canons of academic study—such as pop and mass culture, including film, fashion, consumer behavior, etc.

This course begins by contrasting classical definitions of culture with the emerging interdisciplinary methods of cultural studies. It then introduces the process of making cultural meanings from both social science and humanist perspectives. In the second half of the semester, the course studies two central fields of interest in cultural studies: mass and popular culture, and the globalization of culture.

Required Texts

Peter Brooker, *Glossary of Cultural Theory* Arnold Publications, 2003

OR

Raymond Williams, *Keywords*, Oxford, 1985

Matthew Arnold, *Culture and Anarchy*, Cambridge UP, 1985 [1882]

John Storey, *Inventing Popular Culture: From Folklore to Globalization* Blackwell, 2003

Mary Shelley, *Frankenstein, or, The Modern Prometheus* Longwell Cultural Edition, 2002
[1818]

Pierre Bourdieu, *On Television* New Press, 1999

John Tomlinson, *Globalization and Culture* University of Chicago, 1999

Azir Nafisi, *Reading Lolita in Tehran* Random House, 2003

(Shorter readings as assigned)

Part I: Analyzing Culture

Introduction: High Culture and Cultural Studies

Week 1 Introduction: High Culture and Cultural Studies
Plato and Aristotle
Matthew Arnold, *Culture and Anarchy*

Raymond Williams, “J.H. Newman and Matthew Arnold,” and “Art and Society” both in *Culture and Society, 1780-1950*.

John Fiske, “Communication, Meaning, and Signs”, “Signification”

Foundations: Humanities and Social Science Perspectives

Week 3 John Storey, *Inventing Popular Culture*

Ann Swidler, “Culture in Action: Symbols and Strategies” *American Sociological Review*, 51 2 (Apr. 1986): 273-286.

Raymond Scupin, “Culture,” “Anthropological Explanations,” both from
Cultural Anthropology: A Global Perspective

“Charlotte Perkins Gilman “Women and Economics”

Gayatri Spivak, “Can the Subaltern Speak?”

Mary Shelley, *Frankenstein* (Longman Cultural Edition)

Part II: Cultural Studies

Mass and Popular Culture

Week 7 Theodore Adorno and Max Horkheimer, “The Culture Industry:
Enlightenment as Mass Deception”

Walter Benjamin, “The Work of Art in the Age of Mechanical
Reproduction”

Jean Baudriallard, “Simulacra and Simulations,” “Consumer Society”

Pierre Bourdieu, *On Television*

Peter Wier, *The Truman Show* (1998)

Culture and Globalization

Week 11 John Tomlinson, *Globalization and Culture*

Samuel P. Huntington, “Clash of Civilizations,” *Foreign Affairs*, Summer
1993.

Azir Nafisi, *Reading Lolita in Tehran*

CST 390 Methodologies of Cultural Analysis

This course integrates analytical methods used by humanists and by social scientists to study cultural artifacts and phenomena. Its goal is to facilitate study of a given object through a variety of methodologies. Ultimately, the combination of these methods—semiotic, ideological, statistical, and aesthetic—should enable students to understand the act of cultural critique and to learn how to integrate diverse disciplines in a single research project.

This course will examine culture as a process of creating meanings in social contexts and associate this orientation with tools of analysis that both permit understanding of the object-in-itself and

see how the object operates in social circumstances. An integrative project that requires students to generate original research through interdisciplinary analysis will also be part of the course.

Required Texts

Baldwin, Longhurst, et. al. *Introducing Cultural Studies* (U of Georgia P, 2000)
Babbie, Halley, et al. *Adventures in Social Research*, 5th Edition (Pine Forge, 2003)

Part I: Signs of Culture

Studying Culture (Week 1)

Introducing Cultural Studies chapters 1.0-1.4
What is Culture?
Issues and Problems in the Study of Culture
Theorising Culture

Communication and Representation (Weeks 2-3)

Introducing Cultural Studies chapters 2.0-2.7
Language, Communication, and Representation
Signs and Semiotics
Advertising and Representation
Language, Representation, Power, and Inequality
Art and Representation
Television and Representation

Part II: Integrating Research in Culture

Culture and Social Research (Weeks 4-5)

Adventures in Social Research chapters 1-5
Theory and Process of Social Research
The Logic of Measurement
Describing Data Sets (General Social Survey)
Using SPSS (Statistical Package for the Social Sciences)

Politics and Culture (Weeks 6-7)

Introducing Cultural Studies chapters 6.0-6.4
Cultural Politics and Political Culture
Cultures of Political Power
Cultures of Resistance
Adventures in Social Research chaps. 7, 12
Presenting Data in Graphic Form: Political Orientations
Political Orientation as Cause and Effect

Cultured Bodies (Weeks 8-10)

Introducing Cultural Studies 7.0-7.7

The Social Construction of the Body

Techniques of the Body

Culture as Control: The Regulation of Human Bodies

Representation of Embodiment

The body as a medium of expression and transgression

Cyborgism

Adventures in Social Research chaps. 8, 13

Exploring attitudes toward abortion with frequencies and crosstabs

Multiple Causation: What causes different attitudes toward abortion?

Visual Culture (Weeks 11-14)

Introducing Cultural Studies chapters 9.0-9.9

Visual Culture and Visual Representation

Visual Interaction in Public Places

Adventures in Social Research chapter 22

Designing and Executing a Survey

Final projects: Visual Culture and Social Interpretation